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JUNIOR TEAM WERE VICTORS OVER M.A.A.A.

First Contest of Season a Victory for McGill

SCORE FOUR TO THREE

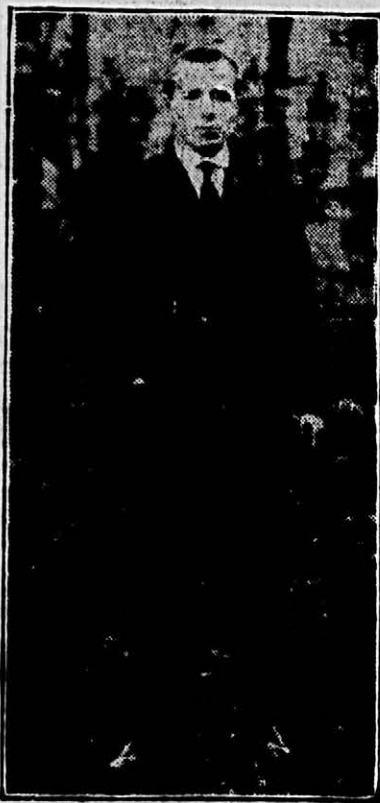
Much Good Individual Play on Both Sides—Little Team Work

In a closely contested and interesting game at the Campus rink last night, the McGill junior team began their hockey season by defeating M.A.A.A. by the score of 4 to 3. Neither team showed their best form, lack of team play and condition being very evident. In the matter of condition the M.A.A.A. showed a slight superiority, but their team play was of an order inferior to that of McGill, who, considering their lack of practice, did remarkably well.

A win in the first game of the season is a most auspicious beginning, and with the prospect of several workouts before the next game the junior team looks good to win against Loyola at the Campus rink next Wednesday night.

The game was played in two periods of twenty-five minutes each. The play started off with a rush, Lowry scoring the first goal after about two minutes of play. Shortly after Galley shoved in the second counter for McGill from a mix-up in front of the M.A.A.A. nets. With a lead of two goals McGill forwards grew careless in checking back, with the result that M.A.A.A. had a chance to lob an (Continued on Page 2.)

HAS RETURNED.



CAPT. ALLAN ARGUE, M.C.

WHAT'S ON

To-day.

Gym. Classes Cancelled.
10.00 a.m.—Sci. '21 Photo at Chemistry Building.

1.00 p.m.—Water Polo Picture at Norman's.

3.45 p.m.—Capt. Carpenter, V.C. to Speak at His Majesty's.

5.15 p.m.—B. W. & F. Meeting in the Union.

7.30 p.m.—Beginners' Mandolin Class, at 584 St. Catherine St. W.

8.00 p.m.—Special Showing of Film, "Fit to Fight," for McGill Students, at Central "Y" Hall.

8.15 p.m.—Meeting of Engineering Institute of Canada.

8.15 p.m.—Meeting of Menorah Society.

9.30 p.m.—McGill vs. M.A.A.A. at Victoria Rink.

Coming.

Jan. 17, 12.00 noon—Meeting of Arts '19 in Arts Building.

Jan. 17, 8.15 p.m.—High School Dance.

Jan. 17, 7.00 p.m.—Orchestra Rehearsal in Strathcona Hall.

Jan. 17, 7.30 p.m.—Boxing Practice.

Jan. 18, 3.15 p.m.—Science Basketball Practice at Central "Y."

Jan. 18—Group Photos for Annual Must be in.

Jan. 20—McGill vs. Vickers.

Jan. 22—Annual Biographies Must be Finished.

Jan. 22—Arts '20 Dinner.

Jan. 23—Shamrocks vs. McGill.

Jan. 27—M.A.A.A. vs. McGill.

FAST GAME EXPECTED BY SENIOR HOCKEYISTS

M.A.A.A. Team, Though Young, is Fast and May Prove Dangerous

To-night McGill meet M.A.A.A. for the first time this season, and a very interesting exhibition is assured. The M.A.A.A. have a young team, but it is very fast, and may be expected to give the McGill sextette a strenuous tussle.

In last Thursday night's game against Shamrocks the M.A.A.A. team, though apparently beaten, ran in three goals in the final few minutes of play. This whirlwind finish was due to the good work of Fynan, whom the McGill forwards will have to watch very closely to-night.

McGill expect to score the first victory of the season to-night, and every man on the team is determined that there will be no more defeats this season.

Coach Harry Hyland will direct the team from the bench.

The probable line-up of the team to-night will be:

Goal—Dooner.
Defence—Heney
Defence—Cully
Right Wing—Dineen.

FIRST YEAR VICTORIOUS IN DEBATE

Defenders of Latin Made Strong Plea

SPEAKERS PRAISED

Misses Millen and McPartlin Opposed Misses Macpherson and Godwin

Yesterday afternoon at 3.15 the Freshman-Sophomore Debate took place in the Common Room under the auspices of the Delta Sigma Society. The subject of the debate was: "Resolved, that the study of Latin should be compulsory in an Arts course." Miss Isobel Millen, of the First Year, leader of the affirmative, opened her arguments by stating that the compulsory study of Latin applied to colleges generally, and not just to McGill, and also that the specified time should be set. She then proceeded with her arguments, which are briefly as follows: The study of Latin is necessary to a broad and general education, which is what an Arts course is primarily intended to give. There is a rare delight to be obtained from this study, which can in no way be obtained through translations, for a translation, however excellent it may be, cannot give the true spirit, grace and charm of the original. But if one is looking for more practical results than mere literary delight the study of Latin gives a sound mental training, more so than almost any other subject except mathematics. It also facilitates (Continued on Page 3.)

FIRST DAILY EDITOR HAS EVENTFUL LIFE

"Bill" Murray, Arts '12, Founder of Paper, Was Thrice Wounded

A visitor to the Union yesterday in the person of W. E. G. Murray, Arts '12, brought memories of the early days of "McGill Daily," as Murray, who was known to his college friends as "Bill," was the first editor and practically the founder of the paper. Besides his activity on the undergraduate publication, and fame gained as a cross-country runner, Murray was chosen the Rhodes scholar from McGill in 1913, and proceeded to Oxford, where he was taking up a course of study when the war broke out.

Immediately enlisting as a trooper in the King Edward Horse, he went to France with his unit, and after passing through some severe fighting was wounded and returned to England. Soon after his convalescence, Murray secured a commission in the Highland Light Infantry, and again crossed the Channel. In 1915, he received his second wound and on his return to London took up work in connection with the Ministry of Information, under Sir Gilbert Parker.

Unconcerned of his belligerent desires, Murray joined the Royal Flying Corps (as it then was), and went to France as a second lieutenant. The following year he became a casualty for the third time, but even this failed to put him "out of the game." He made a quick recovery and was appointed to the Thirty-Fifth Squadron, then to the Sixteenth, and finally to the "Z" Squadron, with a roving commission, as flight commander.

On October 8th, 1918, he returned to Canada and was given command of the 83rd Squadron at Leaside Camp, Ontario. He is now on his way to report to the Air Ministry in London, and expects to resume his interrupted studies at Oxford.

Centre—Behan.
Left Wing—Gallery.
Subs.—Dawes, Nichols, Notman, McGillis, Lyall and Kramer.
Games to-night: Shamrocks vs. Loyola; McGill vs. M.A.A.A.

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TURNING THE PAGES

With "Mufti"

THE CASK THAT WAS A CASKET.

A trainman whose veracity is sometimes questioned, told me this story, so I cannot vouch for it. It all happened since Ontario went dry. When the Hearst measure went into effect there were many good Ontarians who felt it, and among them were, strange to relate, not a few railroaders. When booze could not be obtained by the usual means, these railroaders in common with many another, who was in fear of dying of dry rot, took to obtaining it from unusual sources. Now the contents of freight cars is sometimes composed of casks from distilleries which sometimes contain spirits, and what was more natural than that the railroaders should seek to quench their thirst by tapping the casks, procedure not strictly in accordance with the common principles of honesty but, nevertheless, quite recognized in a dry territory with no saloon within a hundred miles and the Province of Quebec several hours run away.

One day the particular train crew

to which my informant made reference possessed a powerful thirst, which could not be quenched. Search of the cars in their charge revealed the presence of a cask somewhat larger than those to which they had become accustomed but, still containing spirits, as they learned from their sense of smell, which, in this case, was abnormally sensitive. The cask was accordingly tapped and, although the contents possessed a somewhat "off" flavour, the men were willing to blame this on the cask or on the distillery or on anything. By the time the train was within wet territory the cask was empty by several glasses.

Now comes the time of the railroaders' awakening. When the cask reached its destination, they discovered that they would have been better informed and had they added the letters "et" to it, for while the cask contained spirits (their sense of smell had not deceived them), it also contained a finely-proportioned buck negro on his way to the dissecting table at McGill. Curtain!—Mufti.

FIRST YEAR VICTORIOUS

IN DEBATE

(Continued from Page 1.)

the learning of other languages, for Latin was the nucleus of the Romance languages, and a knowledge of Latin greatly facilitates the study of modern languages. Moreover, in order to appreciate the beauty and richness of one's own language it is necessary to know another language with which to compare it. Also through a knowledge of Latin one may increase his own power over his native language, and express himself with greater ease, lucidity, and conciseness. In translating Latin and re-translating it one is forced to be exact and find the one word which adequately expresses the meaning, and in this sometimes rather arduous process the reason and intellect of the student are trained. Thus, in order to replace Latin it would be necessary to add several subjects to the curriculum which would take many more hours of study without producing the same result.

The leader of the negative, Miss Anna Macpherson, of the Second Year, opened her remarks by refuting some of the points brought up by her opponent. The Romance languages, although derived from Latin, were based principally on the vulgar Latin, which is not the Latin studied in colleges. Though many great writers knew Latin, it was not absolutely essential, as there are many examples of those who have given the world great masterpieces, who never studied the classics. Miss Macpherson then stated how their case was divided; she would develop the subject with regard to history, religion and government, and education, while her colleague would deal with the study of Latin as regards everyday life. With regard to history we see that for many centuries Latin was the universal language of scholars, but as early as the time of King Alfred there arose the realization that a people, in order to become a nation, should be instructed in their own language. When the modern universities were founded a thorough knowledge of Latin was not regarded as essential, and this has become more and more apparent as time progresses, for at the present time the state universities of the United States do not require Latin for entrance or for a degree. No one would study Latin in order to obtain any ideas concerning religion or government, for the former was cold and heartless, becoming more and more sensuous, while the latter is completely over-balanced by the far more humane and efficient methods employed by modern nations, notably Great Britain. Lastly, in relation to education, which should afford mental discipline, encourage original observation, supply the mind with knowledge, and give balance in thinking power—it does not fill all the requirements, and those which it does fill could be supplied just as well by the study of some other subject.

Miss Elizabeth McPartlin, of the affirmative, now delivered her arguments, after refuting some of those of the previous speaker. If Latin were not compulsory in colleges it would not be compulsory in schools, where the Latin taught covers only the ground of a fourth or fifth year in English. Even if Latin were compulsory in the schools a student entering college is not competent to judge where he should continue the study of Latin or not. The fact that Latin is difficult is all the more reason why it should be compulsory, for knowledge gained at the expense of hard work is retained longer than that acquired easily. In this connection the speaker said that the present courses in college were too easy, at which some doubt was expressed by the audience. In an article written by a college professor to prove that Latin was not necessary for a liberal

education he was forced to quote Latin in two passages in order to express his meaning. Also the tangible result of an Arts course is a B.A. or M.A. degree, and how incongruous it would seem to receive the title Bachelarius Artium without a knowledge of the language in which it was given.

Miss Kathleen Godwin, in dealing with the study of Latin in everyday life, showed that the methods of the ancient Romans would not be of much practical application in modern times. How much more profitable it would be to study some of the great subjects which are of such moment at the present time. In the future the reason and not the memory will be of the greatest importance, and for this purpose scientific subjects are of more use than Latin. Competent translations of the masterpieces in Latin can always be obtained, and the beauty of the Latin language could be appreciated quite as much through these as through the imperfect specimens produced with great labour by the student himself.

Miss Isabel Millen now had five minutes for rebuttal, which she performed in a very competent manner. In fact, she had not finished refuting her opponents' arguments when the time was up. During the time while the judges were making their decision an animated discussion took place, which seemed to indicate finally that the majority of the students present were in favor of compulsory Latin being retained in the colleges. As those who took part in this discussion were principally students of the Third and Fourth Years their opinion was worthy of note. The judges, who were Prof. Lambert, Miss Brown and Miss Mary Muir, at length reached their decision, which was delivered by Professor Lambert. It was in favor of the affirmative side, although the arguments of both sides had been so telling that it was difficult to decide. Professor Lambert expressed some doubt as to the retention of compulsory Latin if it were opposed often by such ardent debaters. Both sides had shown great assurance in speaking, with no appearance of memory work, and the rebuttal of all had been very efficient.

POLAND'S GAY CAPITAL.

Outside Warsaw and its immediate vicinity there is little in Russian Poland to interest the tourist. The country is generally level and monotonous with wide expanses of sand, heath, and forest, and it is only toward the north and east that the ground may be said to be heavily timbered. Dense forests stretch down from the Russian, anciently Polish, Province of Grodno, and now form the last retreat in Europe of the Bison Europeans, the survivor of the Aurochs (Bos primigenius), which is supposed to have been the original stock of our horned cattle. . . . Interspersed among these barren or wooded tracts are areas containing some of the finest corn-bearing soil in Europe, supplying from time immemorial vast quantities of superior grain for shipment from ports in the Baltic. It is produced on the larger estates of two hundred to fifteen hundred acres, belonging to more than eight thousand proprietors. The peasantry, who hold more than two hundred and forty thousand farms—seldom exceeding forty acres—contribute next to nothing toward exportation, their mode of agriculture being almost as rude as that of the Russian peasantry.

Founded in the Twelfth Century, and, during the Past period, the seat of the appanaged dukes of Masovia, Warsaw replaced Cracow as the residence of the Polish kings and therefore as the capital of Poland. . . . The left bank of the Vistula, on

NOTICES**Water Polo Picture.**

The following men are requested to be present at Notman's at 1.00 p.m. to-day, to have their picture taken for the Swimming Club: Wiggs, Pitt, Lally, Notman, Elder, Schipfel, Patton, Millar, Laishley, Shotwell, Levin, Fisk.

Sci. '21 Photograph.

The Sci. '21 class picture will be taken today at 10 o'clock sharp. All members of the class are asked to be on hand.

Lost.

Lost, somewhere between the clubhouse of the rink and the college gates, a Gold Watch. Will finder please leave with "Joe," the caretaker of the rink.

Found.

A Fountain Pen, in front of the Arts Building. Call St. Louis 9156, between 10 a.m. and 3.30 p.m.

"Fit to Fight" Lecture.

A special showing for McGill students of the famous film, "Fit to Fight" and "The Beginnings of Life," will be given by Dr. Withrow, of Toronto, at the Central Y. M. C. A. Hall, Drummond Street, to-night, at eight o'clock sharp. Tickets may be obtained from your Class Presidents.

Students' Orchestra Rehearsal.

There will be a rehearsal of the McGill Students' Orchestra in Strathcona Hall, on Friday, Jan. 17th, at 7.00 p.m. New members are still in demand, especially men playing wood, wind or brass instruments.

Science Basketball.

Science men who play basketball are urgently requested to turn out to practice on Saturday, at 3.15 p.m., at the Central "Y." For further information, see H. L. Mahaffy, Science '20.

For Sale.

Pair of Padded Hockey Pants, size 34. See Hall Porter, Union.

Maccabean Circle.

The members of the Maccabean Circle are invited to be present at a meeting of the Menorah Society, this evening, at 8.15, at the Marmonides Club, 41 Esplanade Ave. Mr. Henry Hurwitz, Chancellor of the Intercollegiate Menorah Association will be the speaker.

Gym. Classes.

Gym. classes are cancelled for today, to give the students an opportunity of hearing Capt. Carpenter, V.C.

Meeting of E. L. C.

The Engineering Institute of Canada will hold a very important meeting this evening, at 8.15 sharp, in the Institute rooms, 176 Mansfield Street. Two papers will be read at this meeting. The first is "The Design and Construction of Reinforced Concrete Viaduct at Mileages 0.8 and 1.8, North Toronto Sub-division, Canadian Pacific Railway," by O. B. Erikson, A.M.E.I.C., and S. H. Deubelbeiss, A.M.E.I.C. The subject of the second paper is, "Some Problems of National Reconstruction," by W. F. Chipman, K.C. Mr. Surveyer will occupy the chair.

An appeal has been issued that the full membership attend, since this is a very important meeting.

Beginners' Mandolin Club.

Those men who have entered their names as members of the Beginners' Mandolin Class will meet Mr. Peate at 584 St. Catherine Street W., to-night, at 7.30, in order to make arrangements about the time, music, etc., and to get started with the course.

If this hour does not suit some of the men, they could arrange to meet Mr. Peate at another day or hour by calling him at Uptown 6059.

B. W. & F. Club.

There will be an important meeting of the Boxing, Wrestling and Fencing Club to-day, in the Union, at 5.15 p.m. sharp. It is very essential that all members turn out promptly on time. Boxing practice will be resumed at 7.30 on Friday.

which Warsaw is chiefly built, is high, and the pretty, gay, and animated city, with its stately lines of streets, wide squares, and spacious gardens, is picturesquely disposed along the brow of the cliff and on the plain above. Across the broad, sandy bed of the stream, here "shallow, ever-changing, and divided as Poland itself," and which is on its way from the Carpathians to the Baltic, is the Prague suburb. . . . A vast panorama spreads out in every direction. . . . Opposite is the Zamek, or castle, built by the dukes of Masovia, and enlarged and restored by several of the Polish kings, from Sigismund III. to Stanislas Augustus Poniatowski. Its pictures and objects are now at St. Petersburg, and Moscow, and the old royal apartments are occupied by the Governor-General.—Thomas Mitchell.

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HARVARD VICTORIOUS.

The Harvard University hockey team opened the season Saturday afternoon by defeating the Boston Hockey Club, 3 to 2, in a lively match on the new Soldiers' Field rink. Three times Avery, of the college seven, a former St. Paul's School athlete, caged the puck on the rebound, and this ability to follow-in was largely responsible for the Crimson victory.

The aggressiveness of the winners off-set the many technical flaws in their team-work, for the college boys had had but two days' practice for the match. Hutchinson, former B. A. A. player, who led the Amateur Hockey League in scoring for two years, was the bright star of the Boston team. Both of the latter seven's tallies were made by Hutchinson. The work of both Holmes for Harvard and Storey for the Boston team was good. The summary:

Harvard	Boston H.S.
Bacon, lw.	Burkhart
Avery, c.	C. Synnot
Bigelow, r.	Hutchinson
Gross, rw.	Clifford
Walker, cp.	Morton
White, p.	Scott
Holmes, g.	Storey

FIRST RELIEF SHIP.

The steamship Mercurius, which has been released by the Navy Department with the approval of the Administration, will sail today, carrying food, clothing, motor trucks and other supplies to the suffering people of Armenia, Syria, Persia and to the Greeks in Asia Minor. This is the first to sail of the relief ships which have been chartered by the American Committee for Relief in the Near East.

GIFT TO SMITH COLLEGE.

Northampton, Mass.—The presentation of a set of chimes to Smith College has been announced by President

William A. Neilson. The chimes will be installed in the tower of College Hall as a memorial to Miss Dorothea Carille, of Columbus, Ohio, and are the gift of her parents.

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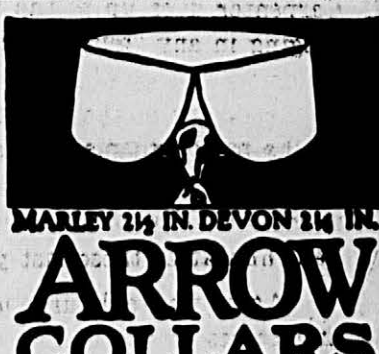
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Miss Knox—She didn't; that's where
 the joke comes in.

CAPTAIN CARPENTER'S LECTURE.

To-day, at 3.45 p.m., the students of McGill will be given an opportunity to hear a man whose name has been made world-famous as a result of a feat of daring and ingenuity, and of whose merit as a speaker they may judge by the tremendous enthusiasm aroused by his previous address to the Women's Club. It is, indeed, the chance of a life-time, and we trust that no undergraduate will be so foolish as to neglect it.

The Navy has termed "the silent service," and in this war particularly it has at all times earned the title; probably it will be years before the majority of us fully realize the amount of work unobtrusively done by the fleet and its auxiliaries, and the dangers unseen from which it protected the Empire. Captain Carpenter lives up to the best tradition of the service in not indulging in any "gush." Indeed, he has a subject to speak upon which does not need any oratorical embroidery, for the bare recital of the exploit of the "Vindictive" is sufficient to warm the blood of the most undemonstrative. As a man who is absolutely the highest authority upon his particular subject, Captain Carpenter is able to deal with it with perfect freedom, and it is refreshing to hear him after these last years of censorship.

Again we would urge upon our fellow-students that they avail themselves of the unique opportunity thus offered. As far as may be judged from the manner in which the tickets on sale were snapped up, we need have little fear that McGill's representation at the lecture will not be all that it should be, and we are sure that those in charge of the arrangements will feel highly gratified.

Nevertheless, there is just the possibility that some untoward occurrence may spoil the whole affair. It must be remembered that this lecture is to be attended by a number of the leading citizens of Montreal, who are desirous to hear the speaker, and not the remarks of the rest of the audience. Is it necessary for us to point out that any demonstration on the part of the students, other than what constitutes a hearty welcome to Captain Carpenter, will be entirely out of place, and will serve only to give the college an unpleasant reputation?

Further, we are informed that the speaker is at present not enjoying the best possible health (this is not surprising, in view of what he has gone through), and will be unable to continue his lecture unless he is given the attention due him. We are sure that McGill men have enough sense not to need any further admonitions of this sort, and that their conduct this afternoon will leave nothing to be desired by the most rigorous critic—and there are plenty of them in this city.

JUNIOR TEAM WERE VICTORS OVER M.A.A.A.

(Continued from Page 1.)

easy one past Lally, and the first period ended with a score of two to one.

In the second half McGill pushed the play and in about five minutes netted the third goal. Galley again turning the trick with a speedy side shot. This was followed by a second counter for M.A.A.A., due to the fact that McGill forwards, in their eagerness to add to the score, neglected checking back, and left their defence totally unprotected. The fourth and last goal for McGill was scored by Murphy, after a nice bit of combination with Lowry. M.A.A.A. now added another to their count and the game ended without further scoring.

It would be invidious to make any individual distinction between the playing of the respective men, all of the team doing good work. The defence worked well together and did some effective rushing. On the forward line the offensive work of Galley and checking back of Lowry were outstanding features.

Line-up: Goal, Lally; defence, Hall and McInnes; forwards, Lowry, McIntyre, Murphy. Subs., Galley, Eager, Wilson, Kent, Smith and Somers.

CONCERNING WRITING TABLES.

In the early days of the medieval period, when household furniture, as the term is understood to-day, was slowly evolving from its rudimentary beginnings, a table was a simple, massive affair, probably a board laid on trestles, and it had to play a variety of parts in the domestic economy. On it the family and the family's retainers ate their meals, supposing, that is, that the master of the house was not sufficiently opulent to afford the luxury of two tables. At night, it not infrequently did service as a bed; and, if any of the family had acquired the art of writing, no doubt a corner of it would be all they needed in the way of a writing table. Later on, the table became a more elaborate affair, and, as the needs of the average family grew more and more complicated, a variety of tables made their appearance to supply them.

After some hundreds of years, the first simple trestle tables had given way to heavy, richly carved ones, and they, in their turn, to tables of all sorts and descriptions: round tables, oval tables, side tables, dressing tables, gate-legged tables, claw-footed tables, cabriole-legged tables, and, in fact, too many different kinds of tables to make it possible to mention

CITIZENSHIP COURSE NEEDED, SAYS PROF.

U. of I. Will Try to Work Out Course According to Greene

An attempt is being made at the University of Illinois to work out a course of study on United States citizenship somewhat along the line suggested by the war issues course that was especially provided for the Student Army Training Corps. It was stated by Prof. Everts B. Greene, professor of history at the University of Illinois, in a speech at Chicago before the annual meeting of the Association of American Colleges. Professor Greene declared that he believes a course on United States ideals can be worked out and he advocates that colleges in general attempt it.

He criticized the methods in the colleges and universities that have left the subjects most closely allied to citizenship to the election of the student and caused the feeling to grow in the schools that political science and matters of that kind were simply for those who had a special interest in those things.

He said he could not outline a definite programme for the different colleges and universities, but each should work out a course of its own. There need not be a special department for this purpose, but a course could be outlined to teach United States ideals. Should this be done, care should be taken to place it in the hands of people who are open-minded and would encourage frank discussion, in order to bring out the best results.

half of them — including of course, writing tables.

A few Fifteenth Century illuminated manuscripts show pictures of simple, sloping writing desks; and, in late Tudor and Jacobean times, such things as small desks, mounted on table stands, were not unknown, although they were rare. These, however, were exceptional cases and the ordinary person did his or her writing at a table in no wise specially adapted for the purpose. The end of the Seventeenth Century, in England, found a much wider diffusion of letters, in the larger sense of the word, throughout the community, than had ever been the case before, and, naturally enough, this change was accompanied by a great development in the designing and making of writing tables and bureaux which went on into, and continued throughout, the Eighteenth Century. The term "bureau" is said to have been derived from the Latin word "burra," red, and to refer to a reddish cloth used for covering the desk. The derivation of the word escritorio may be traced more exactly from its Latin origin.

Many of the late Seventeenth Century bureaux were simple, dignified affairs, often having tall cupboards crowned with pediments and cornices above the desk or writing portion, with its pigeonholes and drawers inclosed by a sloping lid, while, beneath, were larger drawers. Walnut was the wood principally in use at this time, but sometimes different woods were combined, and the writer knows an excellent example which is carried out entirely in oak. The Dutch influence appeared sometimes in the rounded fronts of the lower portion, containing the drawers. Queen Anne's reign produced a large variety of writing tables and bureaux, some on rather similar lines to those of the preceding reign, and with or without the up-standing cupboards above.

A convenient type of little kneehole writing table appeared in the reign of Queen Anne, which has a charming appearance, but these are by no means so easy to secure as the more usual type of writing bureau. Later on in the Eighteenth Century, when Chippendale had appeared in the world of cabinet making, he devised a number of variations of what he calls the "desk and bookcase," but, in addition to these, he made pedestal tables and library tables of a form which has remained in general use since his time. Some of the dressing tables and writing tables of the early Chippendale period are really equally well suited to fulfill either function, and the writer possesses one which has been found equally satisfactory in practical use in both capacities. After Chippendale, as all the world knows, Thomas Sheraton became the leading light in the matter of furniture designing, and he is responsible for some of the most charming little writing tables of the "boudoir" type ever designed.

Although charming to look at and well adapted for the writing of an occasional note, for practical purposes something more substantial is desirable, and it is not easy to find anything better than an Eighteenth Century bureau, both for use and, above all, for appearance. The only practical drawback to them is that, when the writing flap is down, it is not easy to get quickly at the things in the lower drawers.

These bureaux are by no means rare, and they may be found in walnut, oak and mahogany, sometimes inlaid, but more frequently dependent for their

ODE TO CUM

Learn this little jingle, for the functions of the "cum." And you can ne'er forget its use, 'E'en to the time of doom.

Now cum means with, and cum means since, And sometimes means although; And cum means when, whenever, too; Its moods we now will show.

Although and since, two uses of This cum we have in mind, Always employ subjunctive mood, Exceptions none we find.

Cum meaning when two moods does use, Depending on the time; Present and future both do claim, The indicative mood is mine.

In past time cum translated when, And sometimes while, though rare, Subjunctive mood most always takes, Which seems both just and fair.

Contemporaneous actions say, With cum and time gone by, Imperfect subjunctive always use, On this alone rely.

The same past tense, the same word cum, In antecedent time, Takes pluperfect subjunctive mood, And helps to make this rhyme.

Whenever, now remains, you see, (I hope I'll not do worse), For me to show you how it's used, In my concluding verse.

When cum denotes an action done, Repeated, o'er and o'er, Indicative perfect for present time, Is used for ever more.

But if the time is past and gone, One more word let me tell, Use pluperfect indicative, And here, the words, "done well."

—S. K. Clark, Med. '22.

CHINESE EDUCATION.

Must we really go to China to study the beginnings of all social, legal and institutional affairs of human life? Is it to that country we are to turn to find the prototype of everything which started our wheels of progress moving in the right way and the incentive which has kept them going, round ever since? Is it to old China, which so many superciliously inclined westerners call "benighted," "backward," and all manner of disparaging or patronizing names, we must go to learn about "public education, which was old ages before the European peoples to whom we credit our ancestry—be they Scandinavian, Teutonic, Saxon, Norman, or what you like—had emerged from the crudest savagery? Yet the Chinese Government had established a public school system maintained by appropriations from the state treasury nearly, if not quite, 50 centuries ago. It was a most ideal "public" system, using the term in its strictest United States meaning, without a suggestion of the aristocratic ideas canonized by names Eton, Rugby, Harrow, or any other English "public school."

Just how many thousand and odd years ago it was to which the actual beginnings of the Chinese national system of literally "public" schools shall be assigned, it is hazardous to say, if it is not actually impossible; but certainly in the reign of a somewhat mythical Emperor centuries before the Christian Era, at least 2357 B.C., it was well established. There are a dozen or more foundation stones upon which the giant structure of Chinese education is firmly built. We call them the "Classical Literature of the Chinese."

Now, whether it was that the classics led to the establishing of that famous government school system, which was flourishing during the feudal period, B. C. 2357-1122, at least four centuries before the discovery of America, and ages before the first Norse minstrel trotted a saga, that the classics in the earliest "district schools" of China demanded a textbook and lessons were assigned throughout the whole (then) Empire in the same way; or whether it was initiated upon the classics that the curriculum was based, we do not know positively and doubtless never shall; nor does it matter one particle.

It is as certain, as is practically any part of our ancient Chinese history, that a primer was put into the hands of beginners when the doors of the schoolhouse were first thrown open; perhaps it was that one called "The Great Learning," or that to which was given the descriptive title "Thousand Character Classics," because there were used in writing it

effect simply on proportion and line, the fine grain of the wood, and the design and color of the old brass handles which are their invariable accompaniment.

just that number of ideographs, all different, assumed to be the most useful to human beings, and yet so cleverly arranged as to tell a consecutive story based upon the pure classics.

When Chinese history actually attained a measure of reliability, over a thousand years before the Christian Era, we are told that the method of instruction was precisely the same as had been followed from the commencement of public education. We then get a fairly clear idea of how the little boys began their schooling. Girls were such a rarity in schools (it is most doubtful if there were any) that we may as well ignore them until we come to modern schools in the Middle Kingdom, that is only a century ago. But what very little was done for the lassies followed precisely the same course as that for the laddies, even if the textbooks may have been a trifle more feminine or domestic.

The master began with a column or two of the primer, and that was, of course, what we call the extreme right-hand column of the last page of the book, for a Chinese book—like so many other things Chinese—begins (according to our egoistic ideas) "at the wrong end and proceeds backward." The teacher read in a loud voice the name (sound) of each ideograph or character, in what he believed was the correct Mandarin (Pekingese) pronunciation (it rarely was so unless he was himself a Pekingese), thus:

Cin chi tau sing pua shen
Sing siang kin sih siang yuan.
each pupil shouting the same after the teacher in chorus, often corrected, until the class' pronunciation satisfied the master.

There was no attempt on the teacher's part to give to his pupils the meaning of what was studied; that was to come years after. When the master was satisfied with the boys' pronunciation and reasonably convinced that each could repeat that group of ideographs, they were sent back to their seats to cram the lesson, which they did by shouting the sounds at the top of their lungs; and as each one was doing the same thing (to prove to the master how diligent they were!) the bedlam in an old-time Chinese primary school was something awful! I remember passing such a school a day or two after my arrival at Swatow and being convinced that a mob was committing violence, until my companion laughingly assured me we were merely near a hall of peaceful quiet learning.

When the pupil thought he had mastered his lesson, he walked to the dominie's desk and, upon being given permission, laid down his book, turned his back to the master and shouted out the lesson in singsong imitation of what he remembered as the master's way of saying it. If this "recitation" was considered satisfactory, an advance lesson was assigned.

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ed in the same way and thus the education proceeded. It was "individual instruction" with a vengeance, for anything like community or class work did not appear for many a year.

The average age of those boys was seven years when they entered the school and that cramming process continued, using progressive books, until the boy had become a young man of 14 or 16. He could read any part of any of his textbooks at sight and could repeat the contents from cover to cover; but what it all meant was as "Greek" to him. When the youth had reached the age mentioned, the system of education developed into something akin to lectures. The teacher, always requiring his students to preserve the pronunciation and intonation he had taught, if the same master held sway, now began the exposition of the text. But the teacher always depended upon the works of renowned scholars, rarely (if ever) using his own explanation. In addition, as the young men showed ability, the teacher read with them commentaries by some of the innumerable "learned doctors."

Since there was but one ultimate object in this education, and that was to pass the government examinations for admission into the ranks of the literati, the Chinese Civil Service, from which also military officers were selected, and inasmuch as those examinations—from the preliminary

one in the neighboring Fu city (county seat) to the final one in Peking that made the successful candidate a "Doctor of Laws" and usually a member of the great Hanlin College, Peking—were based upon the Chinese classics solely, education in China formerly meant nothing more than cramming those great books.

The national system continued until A. D. 706, when the pupils were required to pay small fees—barely sufficient to defray the teacher's living expenses. The classical course of study had then obtained such a hold upon the people that the private schools—for the obvious reasons that have been stated—continued to teach the classics as faithfully as the government schools had done.

Enough has been said of lack of true usefulness in the old-time education of China. There is, however, much to be said in its favor as a method of training the memory; and when it passed beyond the primary stage there was a little done in branches which had a slight semblance of the practical. This material is quite sufficient to make another paper before we come to the complete upheaval which took place early in this Twentieth Century and placed modern education in China upon a plane that entitles it to respectful consideration.

M.A.A.A. Rink

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CORRESPONDENCE

The Daily is not responsible for the sentiments of letters published in the correspondence columns. Signed communications from graduates, undergraduates and members of the faculties will be placed in print if they are not of too great length.

Correspondents are requested to observe the unwritten law of the newspaper office—that they write upon ONE side of the paper ONLY.

No communication will be admitted in this column without the name of the writer being attached, not necessarily for PUBLICATION.

Jan. 14, 1919.

To the Editor, McGill Daily.

In the Montreal Star of last Saturday there appeared an article headed "What McGill is Doing for Returned Men." On reading the article, and on reviewing the college life of the past term, I could not help but think that there was still something lacking, not in the treatment of the returned men especially, but of the student body as a whole.

Before going further, let me say this is not a criticism of any individual but of conditions as they are. On returning to McGill this session, I was frankly disappointed in the relations which existed between the governing and student bodies. A lack of mutual understanding is evident, and this, to my mind, accounts to a great extent for the lack of interest which is at present apparent in most of the college activities.

By governing body, I refer to the Committee on Morals and Discipline. This committee has no student representatives on it, and is completely independent of the student body. In the past four years many McGill men have volunteered. All have lost something; some are permanently disabled; many have made the supreme sacrifice. And in the final analysis they have been striving to maintain Democracy as against Autocracy. Under the existing circumstances, those who return find that the great principles in which they have been led to believe do not exist in the University.

Yet these would apply more especially to a small colony like McGill, where the masses are of the younger generation. To maintain proper discipline, it must be administered with an understanding of the temperaments of those whom it controls. This understanding seems to be entirely lacking in the manner in which the recent Medical Freshmen-Sophomore affair was settled. The levying of a fine, after having already obtained an apology from Med. '22 and a pledge from Med. '23 not to participate in a similar affair next year, may demonstrate the power by which we are governed, but it, in itself, will not prevent future occurrences. It has had the further effect of destroying our faith in the wisdom of the judgment exercised by the governing body, where an understanding of student character, particularly of those who have returned, is concerned.

Hence, we would suggest, firstly, that the existing Committee of Morals and Discipline be restricted in its powers to a purely advisory capacity; and, secondly, that a new committee be appointed with student members from all faculties, which would be possessed of the powers now exercised by the Committee of Morals and Discipline.

As mentioned before, this letter has not been written in a spirit of destructive criticism. But for the reasons set forth above, we do not see how proper discipline can be maintained, or a college spirit built up, unless the student body becomes self-governing.

Sincerely yours,

A. McNABB, Med. '22.

COLUMBIA BUSY.

Columbia University's recent reopening as a university, and not as an army camp, brought with it the resumption of athletics on a scale fully as large as that which governed sports in previous years. Levering Tyson, graduate manager of athletics, is busily engaged in completing plans for the different teams, and is confident of a very successful season. The gymnasium, the swimming pool, the running track and the rowing machines, are thronged with college men working for places on the varsity teams.

Basketball will be the major winter sport, and Fred Dawson, who has just completed a highly successful season as coach of the football team, is drilling a large squad daily. Although he has settled upon no definite combination as yet, the line-up he presented against the Brooklyn Polytechnic Institute last Friday night, gave an indication of his plans. T. J. Farrell, Jr., '19, captain, who recently took off his lieutenant's uniform, played right guard, and Samuel Weinstein, '20, who played with the Blue and White last winter, was at left guard. These were the only veterans in the line-up. Herman Horowitz, '21, center, played with the freshman combination last year, while M. F. Tynan, '19, and J. H. Johnson, '21, right and left forwards

FILM "FIT TO FIGHT" IS SHOWN TO-NIGHT**Large Attendance Expected—Parade to Hockey Match**

To-night, at the Central Y. M. C. A. Hall, Drummond Street, Dr. Withrow will give his famous lecture, "Fit to Fight," illustrated by a four-reel moving picture. In addition to this, there will be shown another film equally interesting. Both these pictures are worth seeing.

Seven hundred tickets have been distributed among the various faculties, and if you have not received your ticket see your Class President. The committee in charge desires to have every student who has not seen these pictures to turn out, as they feel that the time will be profitably spent.

The committee understands that there will be a hockey game to-night between McGill and M.A.A.A. It regrets that this lecture thus conflicts with the game, but when the date was set it was understood that the team was not playing. However, it is desirable that the team should receive the hearty backing of the student body, therefore, we make a special request that at the close of the lecture those present proceed in a body to the Victoria Rink, which is but a block away on the same street. The game is scheduled to begin at 9.30 p.m. All up to the lecture and hockey game.

respectively, were new to the game at Columbia. In this game, Columbia showed good teamwork and passing, but seemed lacking in practice at shooting baskets. The Columbia coach will experiment with the large squad out for the team, and before the first league game may present a changed line-up.

Candidates for three teams, swimming, water-polo and wrestling, reported last week, the swimmers to George Holm, director of swimming, who will act as coach, and the mat men to Gus Peterson, who is also trainer of the football team. Because of the so-called "shuttle term" now in progress, which does not include all college men, it is somewhat uncertain as to just what men will be available, but the coaches expect the situation to be clear when the new semester opens early in February. Mr. Holm had the following men working in the pool: H. V. Cagney, '21, a star diver; Aaron Polk, R. R. Mable, Jr., '20, R. M. Rogers, '19, and Isidor Schiff, '12, swimmers, and J. B. Hyde, '20, captain of the water-polo team, who instructed a squad of rookies in the rudiments of the game.

The rowing machines have been installed in the crew room, and a call has been issued for candidates. Fred

R. V. C. NOTES**French Students.**

Mlle. Touren will lecture to the Third and Fourth Years, both ordinary and honour students, at the regular hours to-day. There will be no lectures for the First and Second Years to-day. Regular lectures for all years will be resumed to-morrow, Friday.

Undergraduate Executive.

The Executive of the Undergraduate Society will have their pictures taken for the Annual at 1.30, to-day. Please be prompt.

Athletic Executive.

The photograph of the Athletic Executive and of the Senior Basketball Team will be taken at two o'clock on Friday. Every girl is asked to make a point of being on time. The Basketball Team should be in gym suits, including hair bands and running shoes. The members of the Senior team are as follows: E. Ross, J. Spier, G. Craig, G. Moody, R. Salomon, Q. Savage and R. Rogers.

1920 Class Meeting.

The Juniors held a short class meeting on Tuesday, at one o'clock. A motion was passed declaring R.V.C. '20 to be in favour of a Junior Dance. Hazel Davidson and Grace Moody were elected to act on the committee of arrangements.

Plaisted, who has assisted J. C. Rice in coaching the Columbia crews for a number of years, will have charge until permanent coaching plans are made. Negotiations are now under way for one or two races next spring.

Carl Merner, athletic instructor in 1916, and recently athletic director at a camp in Texas, has been appointed coach of the track team and is now on his way East to take up his new work. As a nucleus for a team he will have C. E. Shaw, '20, intercollegiate half-mile champion, Samuel Weinstein, sprinter and hurdler, and T. J. Farrell, Jr., jumper. Golf men are also starting to organize under the able leadership of A. L. Walker Jr., '12, who, as a member of the Richmond Hill Country Club, recently won the tournament for the President's trophy at Pinehurst, North Carolina.

While it is somewhat early to talk about baseball, Coach Dawson is looking ahead and expects a very strong team. Fifty per cent. of a college team is a good battery, and Columbia is assured of this already. John Askerman, '20, one of the best catchers Columbia has had in years, and T. J. Farrell, Jr., and John Hauck, '20, pitchers, are back at college and will be available for baseball. Hauck is also a star infielder.

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